

Mount Street Infants School



Behaviour and Discipline Policy

Date	February 2024
Review Date	February 2025

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Behaviour and Discipline Policy

Behaviour and discipline at Mount Street Infant School is based on mutual respect. This starts from the moment the child enters school in the way that adults interact with the children, children with adults, child with child and the expected standards of behaviour.

Good discipline is a vital part of school life. It promotes learning and interpersonal relationships. Every member of staff, every pupil and every parent must be aware of, involved in and supportive of school discipline in order for it to succeed. The help and support of parents is vital. All members of staff have responsibilities for maintaining good discipline within the school environment.

School Effectiveness

- Good discipline helps overall effectiveness by providing a good learning and teaching environment.
- Good discipline is central to the organisation of school life.
- Good discipline is central to children's well being.
- Good discipline is appreciated as a positive school attribute by teachers, parents, governors and pupils.

Without effective discipline, it is unlikely that effective learning will take place.

Aims and Objectives

1. To make the school an interesting, enjoyable, safe, secure and caring environment for children's learning.
2. To develop and foster mutual respect between adults and children, children and children and adults and adults.
3. To build up self – esteem and self worth by developing positive abilities and attitudes.
4. To provide a structure in which children, staff and parents know what is expected of them and what strategies are provided to deal with behaviour problems.
5. To provide effective discipline for effective learning.
6. To provide the minimum number of rules for the safety and well being of pupils and adults.
7. To protect and respect the environment.

8. To provide an appropriate form of behaviour for self-control and the ability to take responsibility for personal actions.

Strategies

The school uses the Incredible Years approach which is centred on positive discipline. The Incredible Years is a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research. The goal is to prevent and treat young children's behaviour problems and promote their social, emotional, and academic competence. The programs are used worldwide in schools and mental health centres, and have been shown to work across cultures and socioeconomic groups. Nearly staff, teachers and TAs are trained in using the programme. More information can be found on the Incredible Years website <http://incredibleyears.com/> or accessed at the school from Mrs Shan Kenchington.

Many issues relating to social and moral conduct are also dealt with through Assemblies or in the classroom through our PSD programme. Children are taught the correct conduct through appropriate stories, plays, role-play etc. which aim to provoke children's thoughts about their own actions and behaviour. Children's own achievements are praised and recorded in the Best Effort Book. The use of stickers and stars also reward good behaviour and effort.

School rules are kept to a minimum with the children having input in formulating them. The emphasis is on the positive rather than negative terms.

Trauma informed schools

At Mount Street Infants, it is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates, is a form of communication. We have a teacher who holds the Level 5 Diploma in Trauma and Mental Health Informed Schools (Practitioner Status) with Merit. She regularly attends termly reflective supervision with other TIS practitioners around Wales via Zoom. She has shared her expertise with all staff and led whole school training on trauma and how it effects behaviour. The school has also been supported by the Powys Mental Health Outreach team

A Trauma Informed School (TIS) is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

Trauma Informed Schools create safe and nurturing environments, help children to manage their emotions, and promote connection and empathy. They understand the relationship between children's cognitive development and the impacts of trauma, and recognise the importance of building supportive and trusting relationships.

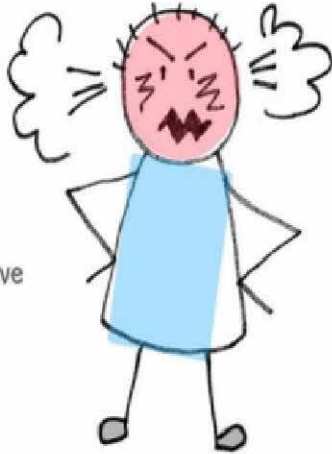
We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

We have two nurture rooms available for pupils.

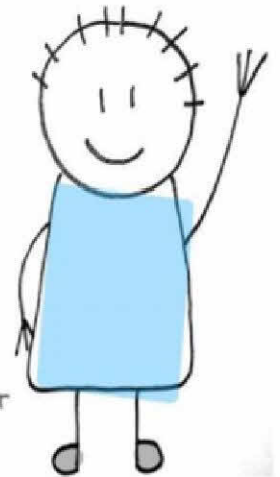
What I look like in Fight ...

- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



More information can be found at: [Trauma Informed Schools UK](https://www.traumainformedschools.org/)

How we behave in Mount Street Infant School

When rules are broken pupils must be made aware that it is their behaviour that is being rejected and not their value as a person. School rules were discussed during Assembly and the pupils decided for themselves the rules, which they believe are important to our school.

School Rules: -

- Keep the school tidy.
- Keep your hands and feet to yourself.
- Be kind.
- Be sensible.

Playground

Problems can arise between children during break times and often during the longer lunch break. The class support assistants all carry out the duties of lunchtime supervisors, which assists in continuity from classroom to playground. All children are taught how to deal with simple incidents that occur when young children begin to learn how to build relationships with their peers. Circle times sessions empower pupils by giving them the tools to ask how to be involved in a game, how to tell a peer to

stop doing something they don't like by saying "STOP, I don't like it" and using a non-verbal sign of an open-faced hand.

Pupils are also taught that there are always adults on duty if there is a problem and they can always approach them for help. All staff on duty are vigilant and observe pupils at play and intervene when appropriate and model appropriate play or support pupils in resolving any conflicts. A member of the senior management team must be informed of any unresolved, repetitive or serious matter.

Rewards and Sanctions

Rewards

All good behaviour must be noticed, welcomed and rewarded.

They may include:

- Specific verbal praise.
- An encouragement by adults for children to recognise each other and comment upon positive actions.
- Being given extra responsibilities.
- Being sent to the Headteacher for a reward sticker, praise etc.
- Being put in the Best Effort Book.
- Being rewarded stars and stickers in classrooms.

Sanctions

It is our policy that any 'sanction' needs to be an opportunity for a child to further their understanding of emotions. It is the shared responsibility of every staff member to understand how best to support a child in understanding their emotions and feelings and in helping them forge a path towards recognising what makes them feel a certain way and when to ask for help. It is also our policy to ensure 'consequences' are private between adult and child and not an opportunity to create shame in front of children's peers. Some children need bespoke aspects that support and develop their understanding of action and consequence.

Sanctions must be perceived by the children to be fair. They need to know and understand why their behaviour is unacceptable. Sanctions must be purposeful.

All children need	<ul style="list-style-type: none"> • Quality first teaching • Explicit teaching to name feelings and emotions and how these emotions make them feel • Clear agreements and boundaries • Adults who listen and respond in a predictable way • A chance to move on from an incident/ having a fresh start • An outlet to talk about their feelings and emotions
Some children need	As above + short term limited support around a particular area in order for them to understand their emotions about something in particular e.g support around a bereavement or transition to a new class or school
A few children need	As above + Individualised intervention that specifically targets the child's feelings and emotions. This is ongoing and develops with the child. Due to the complex nature this support and adult intervention may last a significant amount of time.

Roles and responsibilities

The headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The responsibilities are: -

- Policy development and review
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Parents/Carers

- To cooperate and support the school in the implementation of the code of conduct as set out in the home/school agreement and to work alongside school to support their child's emotional development.

Staff

- It is the responsibility of all staff within the school to uphold and adhere to the behaviour policy with kindness, fairness and integrity.

Governors

- To support the Head teacher in implementing the school behaviour policy, ensuring that it is fair and effectively supports the ethos of the school.

Review

This policy is to reviewed annually.

Chair of Governors:

Date: